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TR-77-A12 D

THE DEVELOPMENT AND TRIAL EVALUATION OF ALTERNATE PROGRAMS FOR UNIT TRAINING MANAGERS AND TRAINERS:

APPENDIX D, DIRECTED PRACTICE PROGRAM FOR THE TO&E UNIT TRAINING MANAGER COURSE

by

William H. Melching
Mark F. Brennan
Jacklyn E. Hungerland
Morris Showel
John E. Taylor

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street
Alexandria, Virginia 22314

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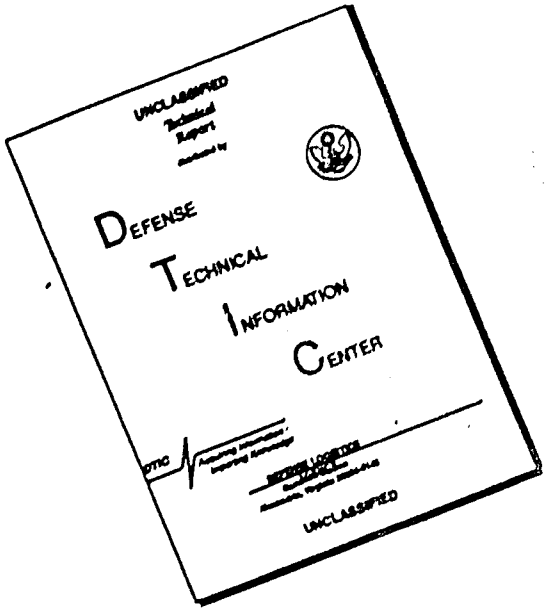

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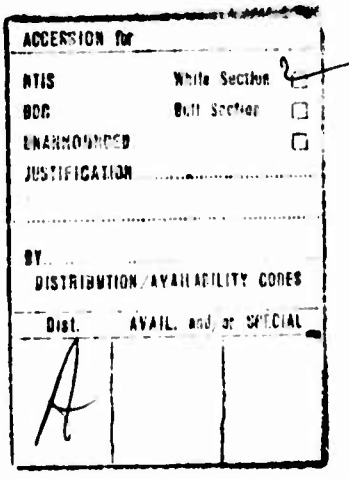

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

Self-contained programs, developed to teach instructors and training managers how to use performance-based training and evaluation practices in Army units, are described in ARI Technical Report 77-A12. Products include the Directed Practice Program for TO&E Unit Training Managers and Trainers, Appendix D (bound separately); Guided Self Study Program for TO&E Unit Training Manager Course, Appendix E (bound with Appendix F, Book Solutions to the Guided Self Study Program for training managers); Directed Practice Program for TO&E Unit Instructor/Trainer Course, Appendix G (bound separately);

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20 (continued)

and Guided Self Study Program for TOSE Unit Instructor/Trainer Course, Appendix H (bound with Appendix I, Book Solutions to the Guided Self Study Program for unit trainers/instructors).

FOREWORD

Personnel assigned as training managers in TO&E units seldom have opportunity to practice the performance of training management skills prior to assignment. Immediately upon assignment, they are expected to identify specific performance deficiencies, develop needed performance-based training programs, and maintain a high level of performance capability in the men in their unit.

This program of instruction outlines a course that will help the new unit training manager acquire the skills he needs to perform his duties. The course is designed to provide the newly assigned manager with opportunity to practice the knowledge and skills he will need prior to the time he must employ performance-based practices in training and evaluating the men in his unit.

Once the manager has completed this program, it is expected that he will be able to train other persons to perform the job of training manager, as well as the job of instructor/trainer. The following programs have been developed to help him do this:

Directed Practice Program for Instructor/Trainer;
Guided Self-Study Program for Instructor/Trainer;

Directed Practice Program for Training Manager; and
Guided Self-Study Program for Training Manager,

These programs are easy to implement and will make only minimal demands upon his time. Meetings with his students will be minimal and depend largely on the wishes and needs of the participants.

REFERENCE MATERIALS

You will need the following items in order to complete the program:

Training Circular 21-5-1, Training Management Digest: Training Management: An Overview, April 1973

FM 21-6 (Test Edition) How To Prepare And Conduct Military Training, June 1974

TRADOC Pamphlet 600-11, Guidelines for the Conduct of Performance Oriented Training

ARTEP 7-15 (Test Edition) For Light Infantry Battalions

Directed Practice Program: Instructor Training Course

Guided Self-Study Program: Instructor Training Course

FM 21-75, Combat Training of the Individual Soldier and Patrolling

FM 7-20, Infantry, Airborne Infantry, and Mechanized Infantry Battalions

FM 7-10, The Rifle Company, Platoons, and Squads

Special Note

Some of the references listed above are to be read by your students. Allow them to use your copy of the references or secure additional copies for their use.

List of Training Manager Tasks

		Lesson No.
Module A.	Introduction to Performance Oriented Training	1
Module B.	Determination of Job Requirements	
1	Prepare a list of possible unit missions.	2
2	List unit tasks the unit must perform if given mission is to be achieved.	2
3	Improve task statements when they are vague or incomplete.	3
4	List individual tasks each job holder in the unit must perform if a given mission is to be achieved.	4
Module C.	Preparing Performance Tests	
1	List the specific actions that the individual must perform to accomplish the task.	5
2	Set the conditions for each individual task.	5
3	Set the standards of performance for each individual task.	5
4	Obtain or construct performance tests to measure how well each man performs his tasks.	5
Module D.	Training Personnel to Prepare, Conduct and Evaluate Performance Oriented Training	
1	Instruct subordinates how to administer individual performance tests.	6
2	Supervise subordinates in administering individual performance tests.	6
3	Instruct subordinate leaders how to conduct training.	6
4	Supervise subordinate leaders in their conduct of training.	6
Module E.	Identifying Training Needs from Performance Test Results	
1	Identify which men need what training to bring them up to standards.	7
2	Rank the training deficiencies in order of priority.	7
Module F.	Training Support	
1	Secure resources needed (personnel, equipment, facilities, time) to plan, conduct and evaluate training.	8
2	Decide the sequence in which knowledges and skills will be taught to the men who need training.	9
3	Decide the training method that will be used to conduct the training.	10
4	Prepare a training schedule.	11
Module G.	Quality Control	
1	Evaluate utilization of training resources.	12
2	Interpret test results to identify training program inadequacies and possible causes of inadequacies.	12
3	Modify a training program to correct inadequacies.	12

(5)

Organization of Course

This training program is divided into 12 lessons:

1. Introduction to Performance Oriented Training
2. Identifying Unit Missions and Unit Tasks
3. Improving Vague Task Statements
4. Preparing Individual Task Statements
5. Preparing Performance Tests
6. Training Personnel to Prepare, Conduct, and Evaluate Performance Oriented Training
7. Identifying Training Needs from Performance Test Results
8. Identifying Needed Training Resources
9. Sequencing Tasks for Instruction
10. Selecting Training Methods
11. Preparing a Training Schedule
12. Evaluating Training Program Effectiveness and Taking Corrective Action

Special Note

Most of the lessons require you to give "handouts" to your students. A copy of each handout is included with the appropriate lesson. Additional copies of these handouts, for distribution to your students, can be made on a Xerox or other type of duplicating machine.

1. Introduction to Performance Oriented Training

Objective: The student will be able to describe the main characteristics of performance-based training.

Reference: TC 21-5-1
FM 21-6, Chapters 1 & 2
ARTEP 7-15*, Pages C-1 through C-12
TRADOC Pam 600-11, Pages 3-4, 23-27, and 32-40

Activities: The instructor will:

1. State the objectives of the course.**
2. Require the students to read the references listed above.
3. Discuss the cortent of the reading assignments with students.**
4. Require students to describe the six principles of performance oriented training.
5. Require students to describe the three steps in the conduct phase of performance oriented training.
6. Critique the students on their performance.**

The student will:

1. Read the references listed above.
2. Describe in his own words, the six principles of performance oriented training.
3. Describe in his own words, the three steps in the conduct phase of performance oriented training.

*ARTEP is relevant to light infantry units only; other units who wish to use this POI will have to refer to other documents such as Army Training Programs, Army Subject Schedules, Army Training Tests, Field Manuals, Technical Manuals, etc.

**See supporting materials on next pages.

Suggested Scenario for Lesson #1

INTRODUCTION

A. Opening Remarks

As a training manager, your major responsibilities are to develop an effective training program; assemble the resources, instructors and facilities to carry it out; and what is probably most important, insure that the individual soldier is properly instructed in the skills of his job. An important aid to discharge this responsibility is for you to be skilled in performance training.

B. Objectives

This course will cover briefly what you must do as a training manager. It will cover the principles of performance oriented training, and the phases of effective instruction. During the course we will start with a unit mission, such as you will find in an ARTEP, break it down into unit tasks and in turn, the individual tasks. From there we will show you how to prepare performance tests, and how to train personnel to prepare, conduct, and evaluate performance oriented training. Other essential training manager functions will be covered; identifying training needs from performance test results, training support, and quality control of your training program.

C. Reading Assignment

Here are the key references you will have to ready for this lesson. (Hand out reference materials and make reading assignments.) Note: This may be accomplished prior to the first class session.

D. Practical Work

1. Review the material covered in the reading assignment and answer the student's questions.

2. Direct students to describe, in their own words, the six principles of performance oriented training. Critique student's answers using the Book Solution on page 8 as your guide.

3. Direct students to describe, in their own words, the three steps in the conduct phase of performance oriented training. Critique student's answers using the Book Solution on page 8 as your guide.

PRINCIPLES OF PERFORMANCE ORIENTED TRAINING

1. The student learns by actually performing the task. The emphasis is on "hands-on" training. (Performance-Based Instruction)

2. The student is required to master the task. Scoring is on a GO/ NO GO basis. (Absolute criterion)

3. The student is only given the information that he actually needs in order to perform the task and he is given the information when he can use it...not before. (Functional Context)

4. The student is allowed to progress at his pace. Students who need more time to master the task, get more time. Students who need less time to master the task get less time. (Individualization)

5. The student's practice performance is observed by a qualified person and the student is told when he does well and when he makes mistakes. When he makes mistakes, he is told what is wrong and how to correct it. (Feedback)

6. After the student has had a chance to practice the skill, he is given a check-out by a qualified NCO or officer to see if he has mastered the task. (Quality Control)

STEPS IN CONDUCT PHASE OF PERFORMANCE ORIENTED TRAINING

1. Explain and demonstrate to the student the task you want him to learn. If possible, give him a step-by-step talk-through. (Explanation/Demonstration)

2. Let the student practice the task at his own pace. Observe his practice and give him feedback. (Skill Practice)

3. When the student feels that he is ready for a check-out, administer the performance test to him. (Check-out Testing)

2. Identifying Unit Missions and Unit Tasks

Terminal Objectives:[1] The student will be able to identify, in the ARTEP, statements of unit missions and to list the unit tasks that must be performed if a given mission is to be accomplished.

Enabling Objective:[2]

1. State the difference between a unit mission and a unit task.

References: ARTEP 7-15, pages F-8-1, F-8-3 through F-8-5, and F-19-2
FM 7-10
FM 21-75

Activities: The instructor will:

1. Describe the difference between a unit mission and a unit task.*
2. Direct students to identify missions assigned to a rifle company.*
3. Direct students to identify the unit tasks performed by a rifle company in the accomplishment of a Deliberate Daylight Attack.*
4. Direct students to identify the unit tasks performed by a rifle squad in order to accomplish the accomplishment of a Reconnaissance Patrol.*
5. Critique the students practical work.

The student will:

1. Perform the practical exercises listed above.
2. Participate in a discussion of the solutions to the practical exercises.

[1]Terminal objective: The action that the student should be able to perform after completing the lesson.

[2]Enabling objective: The knowledge that the student must acquire in the lesson and which he must use in order to reach the terminal objective. The conditions and standards of performance for these objectives are included in the descriptions of the student and instructor activities.

*See supporting material on next pages.

Some Information:

A unit mission can be defined as a complete tactical operation carried out by the unit. An example of a unit mission for a rifle squad is Conduct A Combat Patrol. Unit missions are clearly identified in Tables of Organization and Equipment, Field Manuals, and ARTEPs.

A unit task can be defined as the various phases of a mission...each of which must be accomplished, usually in sequence, in order to accomplish the mission. For example, in order to accomplish the mission of a Combat Patrol, a rifle squad must prepare for the patrol, pass through friendly lines, move to the objective, etc. Each of these phases of the operation can be viewed as a unit task. Unit tasks are not always labeled as such in Tables of Organization, FMs and ARTEPs...but they can be extracted if one reads these documents carefully.

PRACTICAL WORK

1. Refer to the ARTEP 7-15 (page F---1) and appropriate FMs and list the unit missions assigned to a rifle company. (When students finish, compare answers with the missions found in Discussion, page 11.

2. Refer to the ARTEP (pages F-8-3 through F-8-5), and appropriate FMs,* and list the unit tasks which a rifle company must perform if it is to accomplish the mission of Deliberate Daylight Attack. When students finish, compare answers with the unit tasks found in Discussion, page 12.

3. Refer to the ARTEP 7-15 (pages F-19-1 and F-19-2), and appropriate FMs, * and list the unit tasks which a rifle squad must perform if it is to accomplish the unit mission of Conduct A Reconnaissance Patrol. When students finish, compare answers with the unit tasks found in Discussion, page 13.

* Since the ARTEP listing of unit tasks is often incomplete, use your prior knowledge, FM 7-10, FM 7-20, and FM 21-75 as references to develop unit tasks.

Book Solution: Lesson 2

UNIT MISSIONS ASSIGNED TO A RIFLE COMPANY

1. The missions listed are the ones normally assigned to a rifle company in combat. There are other specialized missions such as raids or amphibious operations which are not included here. These specialized missions usually require the use of additional specially-designed equipment and the training of troops in its use.

2. Rifle Company Missions are:

Attack to seize an objective
Night attack to secure a specific terrain feature
Occupation and defense of an outpost position
Occupation and defense of a main battle position
Counterattack to repel the enemy from a defensive position
Delaying action against an enemy attack
Night withdrawal
Daylight withdrawal

3. Your terminology may be slightly different from those listed above. However, your missions should fall into three categories: offensive, defensive, and retrograde-type operations.

Book Solution: Lesson 2

UNIT TASKS PERFORMED BY RIFLE COMPANY IN ORDER TO ACCOMPLISH MISSION OF DAYLIGHT ATTACK

1. The Unit Tasks are the unit functions that must be performed at each phase of an operation. Different things have to be accomplished at each phase. The actions or tasks which have to be accomplished at each phase must be coordinated and completed before the unit can go into the next phase of the operation. For the mission of a Rifle Company in Daylight Attack, the Unit Tasks might best be described as follows:

Occupy Forward Assembly Area

Move to Line of Departure or Attack Position

Move to Final Coordination Line

Assault the Objective

Reorganize and Consolidate

2. Your solution, should in general, fit into the above categories. You may possibly have a few more unit tasks, for example, Outpost the Captured Position, This could also be considered a sub-task under the Reorganize and Consolidate task.

Book Solution: Lesson 2

UNIT TASKS PERFORMED BY RIFLE SQUAD IN ORDER TO ACCOMPLISH MISSION OF RECONNAISSANCE PATROL

1. There are many things that must be done by individuals and many coordinated unit actions that must take place from the beginning of a squad patrol mission until its completion. The unit tasks are best described by the breakdown into the various phases in which the patrol operates. In each phase, the environment is different from the others, requiring coordinated unit action, and specific individual actions of the members of the squad.

2. The phasing or unit tasks to be performed by a rifle squad in order to accomplish a mission of a Reconnaissance Patrol are listed below. You may have difficulty in extracting these tasks or phases out of the Field Manuals but they are there even if they are not specifically defined. The Unit Tasks are:

Prepare for mission in an Assembly Area

Pass through Friendly Lines

Move to Objective Area

Reconnoitre Objective

Return to Friendly Area

Pass into Friendly Lines

Report results of Mission.

3. Your solution should in general follow the above. You may have included one or more sub-tasks, such as breaking Reconnaissance of Objective into Action of Reconnaissance Team and Action of Security Team.

Lesson 3. Improving Vague Task Statements

Terminal Objective: The student will be able to differentiate between well defined and poorly defined task statements and be able to improve poorly defined task statements.

Enabling Objectives:

1. Recall the characteristics of a well defined task.
2. State why poorly stated tasks must be improved.

References: FM 21-6, pages 76-80.

Activities: The instructor will:

1. Describe the difference between well defined and a poorly defined task statement and give examples of each.*
2. Give the student four poorly defined task statements and direct the student to improve these statements. *

The student will:

1. Improve the poorly defined task statements.

* See supporting materials on next page.

Some Information:

A well defined task states clearly what a person must do. It has an explicit action verb and tells what the verb acts on. For example, the task "Stop the bleeding of wound", tells what the action is (stop) and what is being affected (bleeding).

If the training task had been "Take care of wounded men", you would not know what the soldier must do. It is too vague. The action verb "take care" is fuzzy. There are many ways to take care of wounded men.

Here's another task statement that's a little fuzzy. "Use a map." It's not clear how the map will be used; a better statement might be: "Orient a map." Another vague statement: "Act like a leader." This could be more explicit: "Keep subordinates well informed."

Four task statements which are vague and need to be improved are shown below. Direct the students to write three or four precise statements for each of these vague statements. When they are finished, compare their answers with those found on the next page.

a. Prepare a defensive position.

b. Participate in a reconnaissance patrol.

c. Apply first aid.

d. Use a rifle.

Book Solution: Lesson 3

IMPROVED TASK STATEMENTS

Prepare a defensive position.

- Improvement 1. Dig a fox hole
- Improvement 2. Prepare a range card
- Improvement 3. Clear fields of fire

Participate in a reconnaissance patrol.

- Improvement 1. Maintain cover and concealment
- Improvement 2. Collect information of intelligence value
- Improvement 3. Pass through friendly outpost

Apply first aid.

- Improvement 1. Stop the bleeding
- Improvement 2. Treat for shock
- Improvement 3. Apply a splint to a broken leg

Use a rifle.

- Improvement 1. Disassemble and assemble the rifle
- Improvement 2. Clean the rifle
- Improvement 3. Zero the rifle

4. Preparing Individual Task Statements

Terminal Objective: The student will be able to prepare individual task statements for a unit task found in the ARTEP.

Enabling Objective:

1. State the necessary parts of a precise individual task statement: action verb and item acted upon.

2. Locate relevant FMs and other guidance documents to help determine individual tasks.

Reference: ARTEP 7-15, Pages F-18-1 to F-18-3.
Relevant FMs

Activities: The instructor will:

1. Show an example of a unit task analyzed into individual tasks.*

2. Direct students to analyze a unit task of a given ARTEP mission into its component individual tasks.*

The student will:

1. List for one unit task, the individual tasks that must be performed if the unit task is to be accomplished.

2. List the individuals (job positions) involved in performing the unit task.

3. Prepare a matrix of tasks/positions, indicating which unit member must perform each individual task, and review it with other students and the instructor.

* See supporting materials on next pages.

Suggested Scenario

This period will cover the preparation of the task lists essential for conducting training and testing under the ARTEP concept. We will use the Training and Evaluation Outline for a Rifle Squad Mission: Movement to Contact/Meeting Engagement--which is on page F-18-1 in the ARTEP. The emphasis is on developing the tasks that each individual in the rifle squad must do at every phase of the tactical operation.

Let us go to the ARTEP squad problems and task it out so that individual actions can be identified during the exercise. On pages F-18-2 and F-18-3 is a chart showing Tasks, Conditions, and Evaluation Standards. This is the guide for the evaluator--it is also your guide for training. You know what the test consists of--its objectives, conditions and standards.

Does this exercise, as presented in the ARTEP, give you everything you need to start off your training so you can evaluate individual and team performance? No, it doesn't -- and this is where you must undertake some planning. Answer this question first. What are the unit tasks the squad must perform in Movement to Contact/Meeting Engagement? (Write student's answers on blackboard. After students have offered a number of ideas, pass out Handout #1, Unit Tasks.

Here is a fairly complete list of the unit tasks performed by a rifle squad during Movement to Contact/Meeting Engagement. Note that unit tasks really are phases of the Movement to Contact/Operation.

Book Solution: Lesson 4

UNIT TASKS

Mission: Rifle Squad - Movement to Contact/Meeting Engagement

Occupy Tactical Assembly Area

Move to Contact

Use traveling technique when contact not likely

Use traveling overwatch when contact is possible

Use bounding overwatch when contact is expected

Develop the Situation

Fight Through to Objective

or

Request Assistance from Platoon

Reorganize on Objective

Prepare for New Mission

As you go over this list of Unit Tasks, they will provide you with the structure by which you can lay out a rifle squad training exercise or test. The tasks are mission oriented, and occur in a logical sequence, from the start of the exercise until the completion. This task list is more complete than the one given in the ARTEP. I am sure you will agree that the sequence of events is logical for the mission of a rifle squad in Movement To Contact/Meeting Engagement.

The point I would emphasize here is that you must make out a complete list of the unit tasks to ensure your training exercise is complete from start to finish. It will, in most cases, agree with the steps in the ARTEP on which your units will be tested.

In order for each of these unit tasks to be accomplished, individuals in the squad must perform a number of tasks. Let's now try to identify some of the tasks that the <u>leader</u> of a rifle squad must perform when the squad is performing the unit task of Occupy Tactical Assembly Area. (Write student's answers on blackboard.)

TASKS PERFORMED BY SQUAD LEADER
(Occupy Tactical Assembly Area)

Issue warning or frag order

Distribute Ammunition

Put out security

Check individual equipment

* * * * * * *

Let's now try to identify some of the tasks performed by squad members as well as the squad leader when the squad is performing the unit task of Reorganize on Objective. (Write student's answers on blackboard).

TASKS PERFORMED BY SQUAD MEMBERS AND/OR SQUAD LEADER
(Reorganize on Objective)

Select sites for positions

Dig fox holes

Redistribute ammunition

* * * * * * *

Our next step will be to task out what each individual does in playing his part in accomplishing a particular unit task. Using

"Fight Through to Objective", select the actions that the squad leader, the fire team leaders and the members of the squad perform in fighting through.

In order that actions preceding this event are designated, let us assume that under "Develop the Situation," the squad leader estimated the enemy strength as a small outpost; that his own strength was sufficient to fight through; and that he has communicated his plan to the platoon leader.

What are the critical actions that take place under "Fight Through to Objective?" (Write on blackboard as class gives them.) (When list is complete or approximate, pass out Handout #2, Individual Tasks).

Here is a fairly complete listing of the tasks performed by members of a rifle squad during Fight Through to Objective.

Book Solution: Lesson 4

INDIVIDUAL TASKS

Unit Task: Rifle Squad--Fight Through To Objective

1. Issues orders for attack
2. Calls for fire support
3. Adjusts fire
4. Calls for "Fire for Effect"

   Support Fire Team
5. Occupies firing positions
6. Covers enemy positions with rifle fire
7. Covers enemy positions with automatic rifle fire
8. Places grenades/smoke on enemy position
9. Shifts fires from objective on signal (red flare)
10. Moves forward on signal (green flare)

    Maneuver Fire Team
11. Moves through covered routes to assault position
12. Signals "open fire" when in position
13. Uses fire and movement to objective
14. Places grenades/smoke on enemy position
15. Signals (red flare) for shift of fires of support fire team
16. Assaults position with hand grenades and automatic fire
17. Signals (green flare) for support fire team to move to objective
18. Reports objective taken

We are now ready to build a Task Inventory matrix which will show which squad members perform which tasks when the squad is Fighting Through To Its Objective. (Pass out Handout #3, Task Inventory).

The Task Inventory sheet you have before you lists the critical actions on the left, and the individuals in the squad on the top. Based on the professional knowledge you have, or from Field Manuals on squad operations, make a task inventory by placing x's in the appropriate places to indicate action by an individual. In some cases you will have more than one individual involved in an action. (When through, pass out Handout #4, which is a solution.)

Lesson 4 Handout #3

INDIVIDUAL TASKS

Unit Task: Rifle Squad--Fight Through to Objective

1. Issues orders for attack
2. Calls for fire support
3. Adjusts fire
4. Calls for "Fire for Effect"

Support Fire Team

5. Occupies firing positions
6. Covers enemy positions with rifle fire
7. Covers enemy positions with automatic rifle fire
8. Places grenades/smoke on enemy position
9. Shifts fires from objective on signal (red flare)
10. Moves forward on signal (green flare)

Maneuver Fire Team

11. Moves through covered routes to assault position
12. Signals "open fire" when in position
13. Uses fire and movement to objective
14. Places grenades/smoke on enemy position
15. Signals (red flare) for shift of fires of support fire team
16. Assaults position with hand grenades and automatic fire
17. Signals (green flare) for support fire team to move to objective
18. Reports objective taken

Sqd Ldr	1st Fire Team				2d Fire Team			
	Ldr	AR	Gren	Rifle-man	Ldr	AR	Gren	Rifle-man

This last handout, gives a solution to the determination of "who does what" in each of the tactical phases of your assigned mission. It can be used as a checklist for a squad going through this phase of the ARTEP mission. It also gives the structure for the performance test for any one individual who is performing in this phase of a tactical operation. Unless you know who does what in performing a unit task, you will be unable to assess the deficiencies accurately and decide who needs what training.

Book Solution: Lesson 4 Handout #4

INDIVIDUAL TASKS	Sqd Ldr	1st Fire Team				2d Fire Team			
		Ldr	AR	Gren	Rifle-man	Ldr	AR	Gren	Rifle-man
Unit Task: Rifle Squad--Fight Through to Objective									
1. Issues orders for attack	x								
2. Calls for fire support	x								
3. Adjusts fire	x								
4. Calls for "Fire for Effect"	x								
Support Fire Team									
5. Occupies firing positions		x	x	x	x				
6. Covers enemy positions with rifle fire		x			x				
7. Covers enemy positions with automatic rifle fire			x						
8. Places grenades/smoke on enemy position				x					
9. Shifts fires from objective on signal (red flare)		x	x	x	x				
10. Moves forward on signal (green flare)		x	x	x	x				
Maneuver Fire Team									
11. Moves through covered routes to assault position	x					x	x	x	x
12. Signals "open fire" when in position	x								
13. Uses fire and movement to objective						x	x	x	x
14. Places grenades/smoke on enemy position								x	
15. Signals (red flare) for shift of fires of support fire team	x							x	
16. Assaults position with hand grenades and automatic fire						x	x		x
17. Signals (green flare) for support fire team to move to objective	x							x	
18. Reports objective taken	x								

5. Preparing Performance Tests

Terminal Objective: The student will be able to prepare a performance test for a task, to include a list of all soldier actions, important performance conditions, performance standards, necessary equipment and test situation.

Enabling Objective:

1. State purpose of performance tests.
2. Describe the content and format of performance tests.
3. Describe the kinds of documents that contain information that must be included on a performance test--conditions, actions, standards.
4. Describe difficulty of stating meaningful standards for many tasks.

Reference: TRADOC Pam 600-11, pp 5-16

Activities: The instructor will:

1. Describe the components of a performance test as including the test conditions, equipment requirements, the situation, the actions the person is supposed to take, and, if not already defined, the standards.*
2. Show the students two examples of performance tests and how they have incorporated conditions, situation, actions and standards.*
3. Give the student a list of tasks (with references) and direct him to prepare a performance test for one task, following the format shown in the examples.*
4. Compare the test prepared by the student with the same test as found on subsequent pages.*

The student will:

1. Prepare a performance test for the task.
2. Compare his performance test with other students and with the performance tests prepared by the instructor.

* See supporting materials on next pages.

Some Information:

Once you have developed your task list, your next job is to prepare a performance test. A performance test must contain the following elements: (1) the conditions under which the action will be taken; (2) the equipment requirements; (3) the instructions that will be given to the person who is being tested - the situation; (4) the actions that the person is to take; and (5) the standard that the person should meet. The actions, usually called "performance measures," are prepared in the form of a checklist. The standards are stated only if they cannot easily be implied from the conditions and actions. Your best sources of information for what to include in the performance test (conditions, actions, standards, etc.) are FMs and TMs.

SAMPLE PERFORMANCE TEST #1: PUTTING A TELEPHONE INTO OPERATION

Test Condition:

Indoors or outdoors. Telephone will be preperly stowed.

Necessary Equipment:

Telephone Set TA-1/PT. TL-13A wire pliers. WD-1/TT field wire.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you must place the Telephone Set, TA-1, into operation and conduct a communication check. You will have 3 minutes.

Performance Measures (Action)	GO	NO GO
A. Open the case and remove the telephone.	—	—
B. Strip approximately 1 inch of insulation from the field wire	—	—
C. Connect the field wire to the binding posts	—	—
D. Turn the buzzer control knob to the LOUD position	—	—
E. Depress the generator level to signal the other station	—	—
F. When the signal is answered by tester, depress the PUSH-TO-TALK switch and talk	—	—

Test Standard:

The trainee must correctly accomplish each step. If any step is omitted or is incorrectly performed, the trainee will be a "NO-GO" on this test. The trainee's sequencing of Performance Measures B, C, and D will not be graded but no step may be omitted. Performance Measures E and F, however, are the final step in the sequence. Task must be completed in 3 minutes.

SAMPLE PERFORMANCE TEST #2: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet
Razor blade, knife or scissors

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	GO	NO GO
A. Folds map in half vertically twice and then unfolds map.	___	___
B. Folds map in half horizontally twice and then unfolds map.	___	___
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	___	___
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	___	___
E. Folds one cut portion to the right and other cut portion to the left.	___	___
F. Folds map on middle horizontal fold.	___	___
G. Folds map on remaining vertical fold.	___	___
H. Folds map on remaining horizontal fold.	___	___

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

TASKS AND REFERENCES

Demonstrate left-side parachute landing fall	TM 57-220
Determine charge to cut steel I-beam	FM 21-50
Improvise poncho litter	FM 21-11
Fold U.S. Flag	FM 22-5
Give dismounted arm and hand signals*	FM 21-60
Give mounted arm and hand signals*	TM 21-306
Splice field wire with expedient splice	FM 24-20
Tie basic bowline*	FM 21-72
Tie rappel seat*	FM 3-72
Transmit location element of call for fire	FM 6-40

*Tasks that can probably be taught in less than 15 minutes.

PERFORMANCE TEST
DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL

Test Conditions:

If test is conducted outdoors, trainee will jump from a two- or four-foot platform into a sand or sawdust landing pit. If test is conducted indoors, trainee will jump from a two-foot platform onto a mat.

Necessary Equipment:

Two-foot or four-foot platform (or chair)
Landing pit or mat

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test you will demonstrate left side parachute landing fall. Face the front of the platform and jump from the left side."

Performance Measure:

DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL	GO	NO GO
A. Landed on balls of feet with knees bent slightly and feet together.	—	—
B. Upon contact with mat:		
Lowered chin to chest.	—	—
Brought hands up in front of head with elbows in front of chest.	—	—
Bent and twisted torso sharply to the right, forcing body into an arc.	—	—
C. Rolled in the direction of drift (left) without hesitating on balls of feet.	—	—
D. Touched left calf, left thigh, left buttock, and fleshy muscles in the left side of the back to mat in sequence.	—	—
E. Brought feet around to right into line of drift.	—	—
F. Maintained tension in neck throughout fall.	—	—

Book Solution: Lesson 5

PERFORMANCE TEST
DETERMINE STEEL CUTTING CHARGES

Test Conditions:

Test will be conducted indoors. Tester will provide trainee with an I-beam silhouette and demolition table.

Necessary Equipment:

Demolition Card Extract
I-Beam Silhouette cut from cardboard
Ruler

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader with the mission of destroying a bridge to prevent its access to the enemy. The support girders of the bridge are contructed of the type I-beam you have in front of you. Determine the charge to sever the I-beam. You have 2 minutes."

Performance Measure:	GO	NO GO
A. Measured width and thickness of I-beam flange with the ruler.	—	—
B. Entered demolition table at width and thickness (for flange) columns and located charge at intersection of columns.	—	—
C. Measured width and thickness of the web with the ruler.	—	—
D. Entered demolition table at width and thickness (for web) columns and located charge at intersection of columns.	—	—
E. Doubled the flange charge.	—	—
F. Added the flange and web charges.	—	—
G. Rounded the charge to the highest whole number.	—	—
H. Gave the final charge in pounds.	—	—

Test Standard:

All measures must be correctly accomplished. Measures A thru E are not sequential.

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)
Two poles - six to eight feet in length

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:	GO	NO GO
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

Book Soluation: Lesson 5

PERFORMANCE TEST
FOLDING THE UNITED STATES FLAG

Test Conditions:

Test may be conducted indoors or outdoors. Assistant will hold the flag at the blue field edge and help fold as the trainee requests.

Necessary Equipment:

1 United States flag

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you will fold the United States flag. The assistant will help you with the folding as you request. You have 3 minutes."

Performance Measure:	GO	NO GO
FOLDING THE UNITED STATES FLAG		
A. Folded lower striped section over blue field. (1st lengthwise fold)	—	—
B. Folded the folded edge over to meet the open edge. (2nd lengthwise fold)	—	—
C. Started triangular fold by bringing striped corner of the folded edge to the open edge.	—	—
D. Repeated folds until entire length of flag was folded into a triangle with only the blue field and margin showing.	—	—
E. Tucked margin into the pocket formed by folds at blue field edge of flag.	—	—
Elapsed Time		_____

PERFORMANCE TEST
DISMOUNTED HAND AND ARM SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors.
Trainee will give the signals after the situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a squad leader. Give the appropriate signal for ASSEMBLE, LINE FORMATION, ATTENTION and MOVE OUT."

Performance Measures:	GO	NO GO
A. Give the signal for ASSEMBLE. (At position of attention, raised arm vertically overhead, palm to the front, and waved in large horizontal circles.)	—	—
B. Give signal for LINE FORMATION. (At position of attention, raised both arms to the side until horizontal with arms and hands extended and palms down.)	—	—
C. Give signal for ATTENTION. (At position of attention, extended the arm sideways above horizontal, palm to the front; waved arm to and away from the head several times.)	—	—
D. Give signal for MOVE OUT. (At position of attention, faced the desired direction of movement, extended the arm to the rear with palm up, then swung it overhead and forward until it was horizontal with palm down.)	—	—

Book Solution: Lesson 5

PERFORMANCE TEST
MOUNTED ARM AND HAND SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors. Trainee will give the required signals after each situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader commanding five tanks on the move. Signal your platoon to turn right, open up, and form a wedge formation."

Performance Measures:	GO	NO GO
A. Give signal for RIGHT TURN. (With back to vehicles, extended right arm upward at 45° angle, with index finger extended and rest of right hand in a fist.)	—	—
B. Give signal for OPEN UP. (Facing vehicles, extended both arms vertically with fingers touching and palms to the rear, then lowered arms to horizontal with palms down.)	—	—
C. Give signal for WEDGE FORMATION. (Facing vehicles, held both arms overhead, bent at elbows, with fingers together and palms facing each other.)	—	—

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PERFORMANCE TEST
SPLICING FIELD WIRE WITH AN EXPEDIENT SPLICE

Test Conditions:

Test may be conducted indoors or outdoors. Wires will be stripped so that four inches of wire are exposed and the end of each wire is protected by insulation.

Necessary Equipment:

1 Pair Pliers, TL-13-A
2 Eighteen-inch pieces of field wire stripped for splicing
1 Table

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test, you will splice two pieces of wire with an expedient splice. Tie the wires and seize the splice. You have 4 minutes."

Performance Measure 1:	GO	NO GO
TYING SQUARE KNOT		
A. Tied wires together with square knot leaving 1/4 inch space between knot and insulation.	—	—
Performance Measure 2:		
SEIZING SPLICE		
A. Removed last 2-inch section from each wire.	—	—
B. Separated steel strands from copper strands.	—	—
C. Cut steel strands flush with ends of insulation.	—	—
D. Crossed left-hand end of copper strands over crest of knot and wrapped strands over bared portion of right-hand conductor until two turns had been made on insulation.	—	—
Overall Elapsed Time		_____

PERFORMANCE TEST
TYING BOWLINE KNOTS

Test Conditions:

Test will be conducted indoors or outdoors.

Necessary Equipment:

Rope at least 6 feet long.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Tie a bowline knot."

Performance Measures:	GO	NO GO
TYING BASIC BOWLINE		
A. Formed loop in standing end.	—	—
B. Passed running end up through loop.	—	—
C. Passed running end around back of standing end.	—	—
D. Passed running end back through first loop and pulled knot tight.	—	—
E. Tied half-hitch inside main loop.	—	—

Book Solution: Lesson 3

PERFORMANCE TEST
THE SEAT RAPPEL

Test Conditions:

Test can be conducted indoors or outdoors.

Necessary Equipment:

A snaplink and a nylon sling rope

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test you will construct a sling rope seat that you could use in rappelling. Your dominant hand is your breaking hand. You have 2 minutes."

Performance Measure:	GO	NO GO
THE SEAT RAPPEL		
A. Placed sling rope across his back until center of its length is on the hip opposite to the dominant hand.	—	—
B. Tied an overhand knot in front of the body.	—	—
C. Brought the ends of the rope between the legs (front to rear), around the legs, and over the hips.	—	—
D. Tied rope with a square knot and two half hitches on the side opposite the braking hand.	—	—
E. Placed the snaplink (gate down and opening toward the body) through the single rope around the waist and the two ropes forming the overhead knot.	—	—
F. Rotated snaplink one half turn so that the gate was up and opened away from the body.	—	—

Book Solution: Lesson 5

PERFORMANCE TEST
LOCATION OF TARGET ELEMENT FOR CALL FOR FIRE
USING SHIFT FROM A KNOWN POINT

Test Conditions:

Test will be conducted indoors. Trainee will be given a statement of the location of a target in relation to a reference point and the azimuth from the observer to the target. Tester will select a situation to present each trainee.

Necessary Equipment:

Narrative descriptions of several target locations

Test Situation:
(TESTER WILL READ TO TRAINEE)

"For this test you are a forward observer for a field artillery battery. You have acquired the following target: (Read situation selected.) Transmit the Location of Target element for a call for fire using shift from a known point. You have 2 minutes to prepare your transmission."

Performance Measure:	GO	NO GO
TRANSMITTING LOCATION OF TARGET ELEMENT FOR A CALL FOR FIRE USING SHIFT FROM A KNOWN POINT		
A. Stated known point as "From Registration ____."	__	__
B. Stated observer-target azimuth as "DIRECTION _____."	__	__
C. Stated lateral shift from known point, if any, as "RIGHT/LEFT _____."	__	__
D. Stated range shift from known point, if any, as "ADD/DROP _____."	__	__
E. Stated vertical shift from known point, if any, as "UP/DOWN _____."	__	__
F. Stated parts of element in order: known point, observer-target azimuth, lateral shift (if any), range shift (if any), and vertical shift (if any).	__	__

Lesson 6. Training Personnel to Prepare, Conduct and Evaluate Performance Oriented Training.

Terminal Objective: The student will be able to train personnel how to conduct performance oriented training, to include procedures for administering performance tests.

Enabling Objective:

1. Recall the principles of performance oriented training.
2. Recall the phases of performance oriented training.
3. Use a Lesson Outline and a Performance Test as a guide when conducting performance oriented training.
4. Use a Checklist as a guide when evaluating a person who is conducting performance oriented training.

Reference: TRADOC Pam 600-11, pp 16-27
Directed Practice Instructor Training Course
Guided Self Study Instructor Training Course

Activities: The Instructor will:

1. Review the principles and phases of performance oriented training.
2. Distribute Checklist for Instructors* and describe how it can be used as a guide to evaluate a person conducting performance oriented training.
3. Describe how an instructor prepares to conduct performance oriented training to include being able to perform the task that will be taught, assembling necessary resources, and conducting a rehearsal.
4. Describe how to prepare a performance oriented lesson outline using the performance test as a guide.*
5. Describe how the performance oriented lesson outline and the performance test are used to guide the conduct of the class. Teach the test.
6. Distribute performance tests (see Lesson 5), and assign each of the students a task that he is to teach to two other students on the following day.*
7. Monitor and critique the student's conduct of training.

* See supporting materials next pages.

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The student will:

1. Prepare to conduct the class-to include prepare lesson outline, secure needed resources, and conduct a rehearsal.

2. Conduct a class--to include explanation/demonstration, practice, and check-out.

3. Monitor and critique the performance of other students who are conducting a class.

Some Information:

One of your main duties as a training manager is to teach squad, crew, and team leaders how to conduct performance oriented training. Two programs have been prepared to help you do this: The Directed Practice Instructor Training Course and the Guided Self Study Instructor Training Course. While the underlying objectives of the two courses are identical, their formats are very different. The Directed Practice Course is conducted by you, the training manager. You teach the classes and continually monitor the student's progress. The Guided Self Study Course is conducted by means of a self study book. Your contact with the students is much less frequent.

The most effective way for you to learn how to conduct the instructor training course (whether by Directed Practice or Guided Self Study) is to practice doing some of the things your instructors will have to do. This lesson tries to do just that. Having practiced the skills yourself, you can then better ensure that the skills are being properly taught to your students.

CHECKLIST FOR INSTRUCTORS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
Demonstration				
1. Told students the training objective.				
2. Gave a reason for learning the skill.				
3. Demonstrated from students' viewpoint.				
4. Demonstrated in location that allowed students to see well.				
5. Demonstrated each step in the task.				
6. Gave all information necessary for performance of each step.				
7. Required students to perform each step immediately after showing and explaining it.				
8. Emphasized critical (key) points.				
9. Avoided giving unnecessary information.				
10. Paced demonstration in accord with the students' learning ability.				
Individual Practice				
1. Told students when they were ready for skill practice.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
2. Prevented students from making errors.				
3. Told students what to do when they needed that kind of help.				
4. Showed students what to do when they needed that kind of help.				
5. Prompted students when necessary by asking questions, "How do you do (such and such)?" "What must you do now?" or the like.				
6. Asked students "smoke-out" questions to be sure they understood critical (key) points, "Why do you do that?" "What would happen if ..." or the like.				
7. Avoided giving students unnecessary help.				
Performance Test 1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" item.				
6. If any student received a "NO GO," assigned him to an assistant or peer instructor for remedial training.				
General				
1. Spoke so students could hear well.				
2. Used understandable words.				
3. Encouraged student questions.				
4. Always answered relevant questions.				
5. Always deferred irrelevant questions.				
6. Was patient with students.				
7. Reinforced correct student performance by saying "Good," "That's right," "Fine," or the like.				
8. Avoided giving students unnecessary help.				

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)
Two poles - six to eight feet in length

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:	GO	NO GO
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

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Performance Oriented Lesson Outline (SAMPLE)

Subject Improvise a poncho litter

Source of Test Attached

A. Administrative requirements

1. Reference: FM 21-11
2. Personnel 1 instructor per 20 students
3. Equipment 1 poncho or blanket, 2 7-foot poles per 3 students
4. Facilities Indoors or outdoors
5. Time

B. Conduct of class

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

How to construct a litter using 2 poles and a poncho or blanket.

b. Reason for learning the knowledge or skill

To transport a casualty

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

Divide students into groups of 3. Have one student act as casualty to try-out litter.

3. Independent practice. BE SURE TO SUPERVISE

Make sure that every student practices making the litter.

4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

Performance Oriented Lesson Outline

Subject_____

Source of test_____

A. Administrative requirements

1. Reference:_____
2. Personnel_____
3. Equipment_____
4. Facilities_____
5. Time_____

B. Conduct of class

1. Introduction: KEEP IT SHORT

   a. Knowledge or skill to be taught

   _____

   b. Reason for learning the knowledge or skill

   _____

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

   _____

   _____

3. Independent practice. BE SURE TO SUPERVISE AND GIVE FEEDBACK

   _____

   _____

4. Performance test. CHECK-OUT EACH STUDENT

   _____

   _____

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

   _____

   _____

Suggested Scenario

DEMONSTRATION OF CONDUCT PHASE OF PERFORMANCE ORIENTED TRAINING

1. Now that you have a fairly clear grasp of the six performance training principles, we will now further demonstrate their application and at the same time give you the rules of an effective presentation. (Pass out one map (simulated) to each student). We will all work with these maps.

2. The training objective for this instruction is that you will be able to fold a map so that it can be easily carried and used during tactical operations. Of course, you can probably do this in several ways, but we are going to follow a fixed procedure that has the steps for presenting proper instruction.

3. Before I begin the demonstration of what you will be required to do, there are a number of rules to follow in giving your demonstration. (Write on blackboard.)

EXPLAIN EACH STEP AS YOU DEMONSTRATE

HAVE STUDENTS PERFORM AS YOU DEMONSTRATE

BE SURE THEY CAN HEAR

BE SURE THEY CAN SEE

USE WORDS THEY CAN UNDERSTAND

I am sure you have heard these rules before. However, write them down, and follow them when you are giving your demonstration.

PHASES OF PERFORMANCE TRAINING

A. Introduction

1. The purposes of the task you will learn now are to re-emphasize the principles we have discussed and to demonstrate the phases of performance training--demonstration, individual practice, and performance test.

2. During the demonstration and your learning, note the application of as many principles as you can--the principles of performance training and rules for effective demonstration.

3. When all of you have learned the task, we will discuss what happened in relation to the principles we have established.

B. Demonstration

1. (Demonstrate and explain as effectively as you can at a pace suited to your students until you complete the folded map. Ask each student to perform the steps as you perform them.)

2. (Stress care and neatness in folding the map so that the completed product will have good form.)

C. Individual Practice

1. (Explain that the demonstration phase is completed and that the next phase is individual practice.)

2. (Give each student another simulated map.)

3. (Explain that they are to form the map at their own pace, and to ask questions or ask for help, if they need it. Remind them that the time limit for the test is two minutes.)

4. (Explain that when anyone needs help, you will give it or you will assign one or more students as peer coaches.)

5. (Assign fast learners who have been checked-out to help slower learners, if they need it.)

6. (Let each student practice until he is ready to take the test.)

D. Performance Test or Check-Out (Check-out only 2 or 3 at a time--you cannot watch the steps being performed by a larger number.)

1. (Give each student another simulated map).

2. You will prepare a map so it may be easily carried and referenced while on an extended patrol. You have two minutes. Are there any questions? All right, begin.

3. (Stop the students at the end of two minutes.)

4. (Identify "Go" and "No-Go" students.)

E. Review of Process

1. Even though folding a map is a simple task, we just covered each phase that will usually be included in performance training.

2. What was the first phase? (demonstration)

3. What was the phase after demonstration? (Individual Practice)

4. What is the difference between the demonstration and individual practice phases? (Discussion of this point should emphasize that the individual practice is designed to have the students practice performing the task without any prompting or coaching.)

5. Usually, good performance training will include obvious phases--demonstration, individual practice, and check-out. There will be some occasions, however, when you will want to vary the process. If a task is easy to learn or the students are fast, you can probably skip the individual practice phase. Still the check-out phase for each student is essential in performance training.

SAMPLE PERFORMANCE TEST #2: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet
Razor blade, knife or scissors

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	GO	NO GO
A. Folds map in half vertically twice and then unfolds map.	___	___
B. Folds map in half horizontally twice and then unfolds map.	___	___
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	___	___
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	___	___
E. Folds one cut portion to the right and other cut portion to the left.	___	___
F. Folds map on middle horizontal fold.	___	___
G. Folds map on remaining vertical fold.	___	___
H. Folds map on remaining horizontal fold.	___	___

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

PRACTICAL WORK FOR STUDENTS

1. Read TRADOC Pam 600-11, pp 16-27.

2. Review one of the training courses designed for instructors, either the Directed Practice Course or the Guided Self Study Course.

3. Examine the performance tests found in Performance Tests, Lesson 5, and select one of the tests to use as a practical exercise in conducting a performance oriented class.

4. Prepare a performance oriented lesson outline for the class that you plan to teach.

5. Assemble the equipment that you will need to teach the task to another person.

6. You will teach the task to two other members of your class using the Performance and the Lesson Outline that you prepare as a guide. I will select other members of the class to monitor and critique your performance using the Checklist for Instructors as a guide. All of you will get an opportunity to prepare and conduct a class in Performance Oriented Training. Be sure you assemble enough equipment for both your demonstration and skill practice. You should use the same equipment for checkout unless it is used up in skill practice.

Note: Instructor dismisses students giving them at least 24 hours to prepare for their presentations.

7. Identifying Training Needs from Performance Test Results

Terminal Objective: The student will be able to determine from performance test results which men need what kinds of training, and to rank training deficiencies in order of priority.

Enabling Objective: 1. Recall the priorities that may be established by superiors.

Reference: TRADOC Pam 600-11, pp 27-31

Activities: The instructor will:

1. Describe how the results of performance tests can be used to determine which men needs what kinds of training.

2. Distribute to students a Report of Performance Test Results I.*

3. Direct the students to examine the document and indicate which men need what kinds of training.

4. Direct the students to rank a list of training deficiencies using as guidance the Commanding Officer's Directive. (See Report of Performance Test Results II.)*

The student will:

1. Examine the Report of Performance Test Results I and indicate which men need what kinds of training.

2. Using the Commanding Officer's Directive as a guide, rank the training deficiencies in Test Results II in order of priority.

3. Compare his answers with other students and with those of the instructor.

* See supporting materials on next pages.

Some Information:

The NCOs who administer performance tests should keep a detailed record of how men do on the test. These records should tell you <u>which men</u> passed and failed each test. This information, and the priorities set by your CO, should guide you in planning remedial training.

Report of Performance Test Results I

A-4-2
1st Squad, 2d Platoon

	Map Reading Test Results						Total GOs
	SLD	CLD	CoL	GrC	MaS	OrM	
Anderson, John.	X	X	X	X	X	X	6
Black, David	X	X	/	/	X	/	3
Carter, Bruce	X	/	/	/		/	1
Douglas, Andrew	X	/	/	/	X	X	3
Estes, Charles.	X	/	X	/	X	/	3
Frank, Harold	X	/	X	/	X	/	3
Green, Louis.	X	X	X	X	X	/	5
Harper, Marc.	X	X		/	/	/	2
Ivory, Walter	X	/	X	X	X	/	4
Total GOs	9	4	5	3	7	2	30

Key:
SLD=Straight Line Distance
CLD=Curved Line Distance
CoL=Contour Lines
GrC=Grid Coordinates
MaS=Map Symbols
OrM=Orienting Map

X	=	Go
/	=	No Go
	=	Not tested

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Book Solutions: Lesson 7

REPORT OF PERFORMANCE TEST RESULTS I

Anderson, John
No training in map reading required.

Black, David
Needs training in Contour Lines, Grid Coordinates, and Orienting a Map

Carter, Bruce
Needs training in Curved Line Distance, Contour Lines, Grid Coordinates, and Orienting a Map

Needs to be tested on Map Symbols

Douglas, Andrew
Needs training in Curved Line Distance, Contour Lines, and Grid Coordinates.

Estes, Charles
Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Frank, Harold
Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Green, Louis
Needs training in Orienting a Map.

Harper, Marc
Needs training in Grid Coordinates, Map Symbols, and Orienting a Map.

Needs to be tested on Contour Lines

Ivory, Walter
Needs training in Curved Line Distance and Orienting a Map

REPORT OF PERFORMANCE TEST RESULTS II

Commanding Officer's Directive

"The rifle squads in our battalion will be taking their ARTEP recon patrol tests in two weeks, and I want to make sure that we do well on those tests."

Training Deficiencies	% of Men GO
Using cover and concealment	100%
Probing for mines	25%
Executing the hand salute	80%
Handling prisoners	83%
Preparing defensive positions	72%
Improvising a litter	74%
Putting on the gas mask	87%
Reporting information of intelligence value	91%
Passing through barbed wire obstacles	87%
Putting the field telephone into operation	69%

Book Solution: Lesson 7

REPORT OF PERFORMANCE TEST RESULTS II

Tasks which are performed on a recon patrol and which were not mastered by all of the men should receive top priority.

Handling prisoners

Passing through barbed wire obstacles

Reporting information of intelligence value

Probing for mines

Hand salute)
Defensive positions) All lower priority and therefore not included.
Field Telephone)
Improvise litter)

8. Identifying Needed Training Resources

Terminal Objective: The student will be able to indicate what resources are needed in order to conduct training and to indicate what training can be accomplished with available resources.

Enabling Objectives:

1. State how to obtain information about training resources.
2. State what resources are needed to accomplish a given training goal.

Ref: TRADOC Pam 600-11, pages 41-44

Activities: The instructor will:

1. Describe the training manager's role in making arrangements for personnel, equipment, facilities, and time for performance oriented training.*
2. Distribute to students Training To Be Conducted* which indicates the number of men who need specific kinds of training.
3. Direct the students to list the resources that will be needed to conduct the training.
4. Distribute to students Resources Available For Training* which indicates the training resources that are available.
5. Direct the students to indicate which training can be accomplished and which training cannot be accomplished.
6. Critique the students on their answers to 3. and 5. above.*

The student will:

1. List the resources that will be needed to conduct the training.
2. Judge what training can be accomplished and what training cannot be accomplished with the available resources.
3. Compare his answers with other students and with those of the instructor.

*See supporting materials on next pages.

Some Information:

An important part of a training manager's job is to arrange for those resources that will be needed to conduct performance training... facilities, equipment, time and personnel. In making these arrangements, he needs to know what resources will be needed and what resources will be available.

Deciding what resources will be needed depends on such things as (1) the complexity of the task to be taught, (2) the number of men to be trained, and (3) the ability and motivation of the men to learn. In general, the manager should use no more resources than he will actually need. Two ways to conserve resources are to have men work in pairs or to use a "county fair" training system where students move from station to station. The important thing, however, is the quality of training. The men must have a chance to see a demonstration or take part in a talk-through; they must have a chance to practice; and they must have a thorough check-out.

Determining what resources will be available depends on the manager knowing the capability of his unit. Remember! Qualified students can be used as peer instructors.

TRAINING TO BE CONDUCTED

Task to be taught: Read six digit grid coordinates

Men to be trained: 10

Resources needed: _____

Task to be taught: Improvise a little

Men to be trained: 6 (Note: men will work on groups of 3)

Resources needed: _____

Task to be taught Pass beneath barbed wire obstacle

Men to be trained: 14

Resources needed: _____

Task to be taught: Put a telephone TA 213/PT into operation

Men to be trained: 20 (Note: men will work in pairs)

Resources needed: _____

Resources Available For Training

Maps	20 available
Index cards	500 available
Ponchos	unlimited
Blankets	unlimited
Poles	20 available
Barbed wire	Not available
Telephones TA 312/PT	15 available
Pliers TL 13A	40 available
Field wire WD-1/TT	unlimited
Qualified instructors	available

Book Solution: Lesson 8

RESOURCES THAT WILL BE NEEDED

Task to be taught: Read six digit grid coordinates

Men to be trained: 10

Resources needed:
11 maps
11 tables
11 3 x 5 or 4 x 6 index cards
11 pencils
1 instructor
1 hour

Task to be taught: Improvise a litter

Men to be trained: 6 (Note: men will work in groups of 3)

Resources needed:
2 blankets or ponchos
4 poles 7 feet long, 3 to 4 inches in diameter
1 instructor
1/2 hour

Task to be taught: Pass beneath barbed wire obstacle

Men to be trained: 14

Resources needed:
Barbed wire obstacle w/noisemakers attached
Rifle and helmet for each student
1 instructor
1/2 hour

Task to be taught: Put a telephone TA 312/PT into operation

Men to be trained: 20 (Note: men will work in pairs)

Resources needed:
12 TA 312/PT telephones with batteries
12 TL-13A wire pliers
30 feet of WD-1/TT field wire
2 instructors
1/2 hour

TRAINING THAT MUST BE SIMULATED

Since barbed wire is not available, the field wire may be simulated for this type training.

9. Sequencing Instruction

Terminal Objective: The student will be able to sequence instruction in terms of level of difficulty of learning requirements.

Enabling Objectives:

1. State the importance of sequencing.

2. List typical types of sequencing.

Ref: TRADOC Pam 600-11, page 37 (Functional Context)

Activities: The instructor will:

1. Describe three systems for sequencing training and give an example of each:* easy to difficult, job performance sequence, and sequence unimportant.

2. Distribute to students three sets of related tasks, one which is suitable for easy to difficult sequencing, one which is suitable for job performance sequencing, and one in which sequence is unimportant.*

3. Direct the students to select the correct sequencing system for each set and then arrange the tasks within each set in the correct sequence.

4. Critique the students on the sequencing system they used and on the sequence in which they arranged the tasks in each set.*

The student will:

1. Use the correct sequence for each of the three sets of tasks.

2. Arrange the tasks within each set into the correct sequence.

3. Compare his answers with other students and with those of the instructor.

*See supporting materials on next pages.

Some Information:

Normally, the manager will have a number of tasks that must be taught. His problem then is to decide the sequence in which the training will take place. Sequence is important because a good sequence can result in rapid learning while a poor sequence results in wasted time.

There are three main ways in which to sequence training: job performance, easy to difficult, and sequence unimportant.

In the job performance system, the nature of the job determines the sequence which should be used. For example, before you can effectively clean a rifle, you should disassemble it into its component parts. Therefore, instruction in disassembly should precede instruction on care and cleaning.

In the easy to difficult system, you teach the easiest of two or more related tasks first and the most difficult task last. The person learns the procedure on the easy task and then adapts it to the more difficult task. For example, it is easier to read four digit grid coordinates than it is to read six digit grid coordinates. Therefore, teach students how to read four digit grid coordinates before you teach them how to read six digit grid coordinates, or eight digit coordinates.

In some cases, tasks are related but one does not depend upon the other and they are equally difficult. When this is true, the sequence is unimportant. For example, it makes little difference what is taught first and what is taught last when it comes to sequencing these tasks: "checking air pressure in tires", "checking water level in a battery" and "checking the windshield wipers."

There is one more important point to sequencing. Teach facts such as nomenclature, the location of parts, etc. when the student will be able to use or apply the information, not before. For example, tell the student the names and locations of the parts under the hood of his vehicle when he must do something with these parts...inspect them, clean them, repair them or replace them...not before.

Sequencing Information

Examples:

Easy to difficult sequence

Read 4 digit grid coordinates
Read 6 digit grid coordinates
Read 8 digit grid coordinates

Job performance sequence

Disassemble machine gun
Clean machine gun
Assemble machine gun

Sequence unimportant

Check water level in battery of vehicle
Check headlights on vehicle
Check oil level in vehicle

PRACTICE SEQUENCE PROBLEMS

Set #1: Land Navigation

Navigate across wooded country in daylight with aid of a compass

Navigate across open country in daylight with aid of a compass

Navigate across open country at night with aid of a compass

Set #2: First Aid

Treat for shock

Protect the wound

Stop the bleeding

Set #3: Map Reading

Measure the distance between two points on a map

Measure elevation and slope by interpreting contour lines

State the condition of a road by "reading" its map symbol

Book Solution: Lesson 9

SEQUENCE OF TASKS FOR TRAINING

Set #1 Land Navigation (Easy to difficult sequence)

Navigate across open country in daylight with aid of a compass
Navigate across wooded country in daylight with aid of a compass
Navigate across open country at night with aid of a compass

Set #2 First Aid (Job performance sequence)

Stop bleeding
Protect the wound
Treat for shock

Set #3 Map Reading (Sequence unimportant)

Measure the distance between two points on a map
Measure elevation and slope by interpreting contour lines
State the condition of a road by "reading" its map symbol

10. Selecting Training Methods

Terminal Objective: The student will be able to select a training method that will be appropriate for a training requirement.

Enabling Objective:

1. Describe various training methods.
2. Cite the particular merits of each method for performance training.

Ref: TRADOC Pam 600-11, pp 45-48
FM 21-6, pp. 82-94

Activities: The instructor will:

1. Describe the strengths and weaknesses of various methods for conducting performance-oriented training.*
2. Distribute to students five training requirements.*
3. Direct the students to select the training method(s) which would be most appropriate to accomplish each training requirement.
4. Critique the students on the training method(s) they selected to accomplish the requirements.

The student will:

1. Select the training method(s) which would be most appropriate to accomplish each training requirement.
2. Compare his answers with other students and with those of the instructor.

*See supporting materials on next pages.

Performance-Oriented Training Methods

There are a number of methods that can be used to implement performance-oriented training. The seven most widely used are: Peer Instruction, Tutoring, Small Group Physical Skills, Small Group Social Skills, Role Playing, Physical Simulation, and Programed Instruction.

While each of these methods has unique strengths and weaknesses, each uses the three phases of performance-oriented training: (1) explanation/demonstration/talk-through; (2) independent practice; and (3) performance test or check-out.

The seven performance-oriented training methods are described on the pages which follow.

PEER INSTRUCTION

Definition: A qualified student demonstrates skills, supervises skill practice, and provides feedback to a new student. When the new student has mastered the skill, he is evaluated by a training monitor. If not proficient, he practices until he meets the proficiency standards. Upon become proficient, he teaches the skill to another new student.

Type of skill: Effective in teaching hard skills.

Student Unit: Very effective in teaching individuals, Can also be used in teaching crews where there is a progression of skill level, or where there is a matching or integrating of the skills of one individual in a crew with those of another.

Aptitude Level: All aptitude levels, including mixed classes. Especially effective with low aptitude students.

Size of Class: Suitable for teaching large or small classes because instruction is individualized. Sufficient training monitors must be available to provide supervision and quality control testing.

Frequency of Classes: Continuous/regular input of classes of approximately the same size are a requirement. Breaks in input or large fluctuation in input requires heavy use of training monitors to reprime the system. Not for one-time or OJT.

Examples: Examples of Peer Instruction are the Field Wireman Courses (MOS 36K) in Army Training Centers. It is also used in the Wheel Vehicle Mechanics Course (MOS 63B) at Fort Ord, California. Elements of Peer Instruction have been used in the Radio Operator's Course, 81mm Mortar Instruction, Pershing and Lance Missile Courses, and the Chapparal and Vulcan Missile Courses in Army Training Centers and Schools.

Preparation Costs: Low to Average.

Operation Costs: Average

TUTORING

Definition: A qualified instructor or advanced student teaches one to three students. Each student gets individual attention and assistance during the presentation, practice, feedback and evaluation phases.

Type of Skill: Effective in teaching hard skills and some soft skills.

Student Unit: While it is most effective in teaching individuals, the method can be used in teaching small groups such as fire teams or gun crews.

Aptitude Level: Effective with students of all aptitude levels, especially low aptitude students.

Size of Class: Large classes must be broken up into groups of twos or threes and a tutor assigned to each group if tutoring is to be the main training technique used. More often, tutoring is done by peers who have become proficient in a skill or group of skills and have been checked out in their proficiency by the training monitor. They are then placed with another, slower student as a tutor.

Frequency of Classes: Tutoring is usually conducted on a one-time or infrequent basis as in on-the-job training. It is also used in self-paced programs as a supplement to the main training technique.

Examples: Examples are commonplace in units where on-the-job training is conducted, e.g., a mess sergeant teaching a cook or a motor sergeant teaching a mechanic.

Preparation Costs: Low

Operation Costs: Average

SMALL GROUP/PHYSICAL SKILLS

Definition: One instructor teaches 4 to 15 students. The instructor briefly demonstrates the skill to the entire group; quickly organizes the students for skill practice; gives feedback to individuals as he sees them perform in practice; and then proceeds to "check-out" the proficient performers when they have mastered the skills.

Type of Skill: Any type of physical skill that involves use of the physical abilities of individuals.

Student Unit: Effective in teaching individuals (operation of weapons and equipment), or small tactical units (an infantry squad).

Aptitude Level: All aptitude levels, including mixed classes.

Size of Class: Enough instructors must be provided to give a student/instructor ratio of 15 to 1 or lower.

Frequency of Classes: Appropriate for continuous/regular, occasional/periodic, or one-time/infrequent classes.

Examples: The best examples of existing programs utilizing the Small Group-Physical Skill method of instruction are to be found in Basic Combat Training and Advanced Individual Training in the Army Training Centers.

Preparation Costs: Low

Operation Costs: Average

SMALL GROUP/SOCIAL SKILLS

Definition: A group of students discuss a problem and come up with a solution. There is a give and take of ideas during the discussion and all participants are expected to take active part. If there is an instructor present, he acts as a monitor or resource person—not as a discussion leader. The students are given a set of principles to guide them in reaching a solution. The guiding principles and the problem to be discussed can be presented to the students live, by audio-visual means, or by printed matter. Practice consists of discussing the problem and reaching a solution. Following the discussion, an instructor normally critiques the group on its procedures and solution.

Type of Skill: Soft skills (problem solving, leadership, interpretation of situations, etc.).

Student Unit: Small groups.

Aptitude level: Middle or high aptitude levels.

Size of Class: 3 to 20 students per group.

Frequency of Classes: Appropriate for continuous/regular, occasional/periodic or one-time/infrequent classes.

Examples: Leadership training in the Army.

Preparation Costs: Low

Operation Costs: Average to high

ROLE PLAYING

Definition: A kind of social simulation in which the learner, after receiving instruction in how to play a role, is asked to behave (act) in a practice situation as he thinks he would or should behave in a real situation. He may be asked to play himself or the role of another person, real or fictional. In the practice situation, he portrays values, beliefs, and attitudes that he believes are appropriate to the situation. The instructor and other students provide feedback to the student about his performance.

Type of Skill: Interpersonal skills (soft skills).

Student Unit: For individual or small unit (as when an organizational staff is depicted).

Aptitude Level: All aptitude levels, but better results can be expected with higher aptitude students.

Size of Class: Small groups (5 to 15).

Frequency of Classes: Class frequency can range from continuous to a one-time basis, depending on availability of instructors to teach students how to role play and to monitor and critique the students.

Examples: Role playing is commonly employed as a technique in teaching staff coordination in Army Schools.

Preparation Costs: Low to Average.

Operation Costs: Average.

PHYSICAL SIMULATION

Definition: A learning situation in which the "real thing" is simulated in one or more ways. Equipment may be simulated (for example, the control panel of an electronic device) or some aspect of the environment or situation may be simulated (such as the terrain and other features of a battlefield represented on a sand table). After receiving instructions, the student must perform in some way on the simulated equipment or environment. He receives feedback about his performance from the equipment or from the instructor and other students.

Type of Skill: Hard skills such as equipment operation and maintenance. Soft skills such as small unit tactics.

Student Unit: Individual and unit training.

Aptitude Level: All aptitude levels.

Size of Class: Equipment simulators often accommodate only one student at a time. Situation simulations can accommodate small groups.

Frequency of Classes: Continuous/regular only if enough simulation equipment and instructors are available; otherwise, occasional/periodic or one-time/infrequent classes.

Examples: Aircraft recognition training in the Army.

Preparation Costs: High Average

Operation Costs: Overall Average

PROGRAMED INSTRUCTION

Definition: As popularly conceived, the burden of teaching rests on specially printed materials rather than on a live instructor. Self-instruction in which the student works through a carefully sequenced and pretested series of steps leading to the acquisition of knowledge or skills can be presented by either a programed text or teaching machine. The student proceeds through the program at his own rate; responds actively to each step in the sequence, and receives feedback about the correctness of his response before he proceeds to the next step.

Type of Skill: Mostly for soft skills but can be used for some hard skills if necessary equipment is made available.

Student Unit: For individuals.

Aptitude Level: All aptitude levels, but more appropriate for medium and high aptitude students. Readability level of the program must be fitted to the reading ability level of the student.

Size of Class: Can handle as many people as there are texts or equipment available.

Frequency of Classes: Class frequency can range from continuous to a one-time basis provided enough programed texts or audio-visual devices are available.

Examples: Teaching the foundation of technical subjects such as basic electronics.

Preparation Costs: High to Average

Operation Costs: Low

TRAINING REQUIREMENTS

Problem #1

Number of men to be trained 3

Training objective: Given his protective mask in its carrier, wearing a helmet, carrying his individual weapon, and given the alarm "Gas,"

the soldier will don, clear, and check his protective mask and give the alarm "Gas,"

within 9 seconds

Problem #2

Number of men to be trained 10

Training objective: Given a 1:50,000 map with a graphic scale, a strip of paper, a pencil, and the location of two points on the map,

the soldier will measure the distance between the two points on the map

and, within 2 minutes, will arrive at an answer which is within 25 meters of the actual distance.

Problem #3

Number of men to be trained 8 NCOs

Training objective: Given a person with a simulated record of "goofing off" on the job,

the NCO will counsel the person

in a way that is judged to be effective by both the person and an experienced NCO who is acting as an observer.

Problem #4

Number of men to be trained 5 NCOs

Training objective: Given four NCOs who are simulating squad leaders with a human relations problem in their platoon, and an NCO simulating role of platoon leader,

the NCO platoon leader will conduct a problem-solving discussion with the simulated squad leaders

in a way that is judged to be effective by both the squad leaders and an experienced NCO who is acting as an observer.

Problem #5

Number of men to be trained 20

Training objective: Given a piece of terrain, 3 feet wide and 30 feet long, in which a dummy mine has been buried,

the soldier will probe for mines

using the correct probing technique and detect and report the presence of the mine.

TRAINING METHODS

Problem #1. Tutoring is the preferred method. Since the number of individuals to be trained is very small (3), and the equipment is available, it is practical to have an NCO give individual attention to each of the three needing training. Although the NCO might organize his instruction much in the same manner as for a small group, it is possible for him to tutor each individual when the size of the group is only three individuals. See page 29 of Performance Oriented Training Methods for explanation of the tutoring method.

Problem #2. The small group/physical skills method is preferred. The number of personnel is such that they constitute a small group; and the skill to be learned is a physical one. The group is too large for tutoring. Peer Instruction is not practical in that the peer instructors would have to be trained in advance which would add to the time required. See page 30 of Performance Oriented Training Methods for explanation of the small group/physical skills method.

Problem #3. Role playing is the preferred method. It is practical for each one of the NCOs to play the role of the person with the record of "goofing off" while other NCOs act as counsellors or observers. A rotation of individuals through the various positions will give each

NCO an opportunity to learn counseling from the viewpoint of the person being counseled, the counselor, and as an observer. See page 32 of Performance Oriented Training Methods for explanation of the role playing technique of instruction.

Problem #4. The Small Group/Social Skills method is preferred. The number of students is small and each has a role to play. Each student takes a turn at being the platoon leader for a situation presented by the simulated squad leaders (the situation is furnished by the instructor in each case). The NCO platoon leader is required to conduct a discussion of the squad leaders and effectively reach a solution to the problem. The instructor in the Small Group/Social Skills method furnishes the situations. He observes and critiques the performance of the NCO platoon leader in arriving at a solution. See page 31 of Performance Oriented Training Methods for discussion of the Small Group/Social Skills technique of instruction.

Problem #5. The Small Group/Physical Skills method is preferred. Although the number of students exceeds the 4 to 15 student criteria for this type instruction, it is appropriate to break this group of 20 into two groups and use the small group method. Simulation methods could be considered along with the small group method if instruction were concerned with the actual arming or disarming of the dummy mine. In this case, the skill being learned is correct probing and this does not call for any simulation techniques.

11. Preparing a Training Schedule

Terminal Objective: The student will be able to prepare a training schedule that will aid the manager and trainers manage instruction.

Enabling Objectives:

1. State the purpose of a training schedule.
2. State the main components of a training schedule.

Ref: FM 21-6, Chap 6
ARTEP Figure C-2

Activities: The instructor will:

1. Distribute a sample training schedule to the students (See ARTEP, Figure C-2).
2. Describe the purpose, format, and content of the training schedule.*
3. Distribute to students the information required in order to prepare a training schedule.*
4. Direct the students to prepare a training schedule which incorporates the provided information.
5. Critique the training schedules prepared by the student.*
6. Remind the students that in a performance-oriented training program (a) the hours shown on a training schedule are approximate; the amount of time actually used depends on student progress and may be more or less than is shown on the training schedule.

The student will:

1. Prepare a training schedule.
2. Compare his training schedule with other students and with the one prepared by the instructor.

*See supporting materials on next pages.

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Some Information:

The purpose of a training schedule is to help the manager and instructors manage training. It's like a map which lets everyone know who is doing what and where it is going on. It lets relevant people know where they are supposed to be, what they are supposed to bring, and what they are supposed to do.

The key components of a training schedule are probably very familiar. They include date, time, subject, uniform and equipment requirements of students, instructors and the documents which were used as references and indicate what parts of the subject will be covered in the class.

There is an important difference between a training schedule for conventional training and one for performance training. In conventional training, the hours allocated for a class are fixed...30 minutes for splinting, 1 hour for artificial resuscitation, and so forth. If a "fast learner" learns the skill in less time than the scheduled time, he spends the remaining time trying to keep busy. If a "slow learner" doesn't learn the skill in the scheduled time, it's tough.

In performance training, the hours allocated for a class <u>should</u> be variable. Some men need more time to learn a skill, others need less, and each man should get the amount of time (within reason) that he needs.

As you might guess, reconciling the "variable time" requirements of performance training with the "fixed time" requirement of a training schedule is difficult. One solution is to allocate time based on the estimated (or demonstrated) need of the <u>average</u> student in the group, and to adjust this time (up or down) depending on subsequent experience with the class. While this "moving average" would help solve the problem

noted earlier, it would still result in some men needing less time and some men needing more time than was scheduled. Fast learners can be accommodated by using them as "peer instructors". Slow learners can be accommodated by scheduling time for remedial or make-up training.

INFORMATION REQUIRED IN ORDER TO PREPARE A TRAINING SCHEDULE

Assumptions

1. The unit to be trained will be the rifle company.
2. All training will be conducted by company NCOs.
3. Training resources (facilities, equipment, instructors) are adequate to accommodate the entire company at one time.
4. Training is conducted 5 1/2 days per week, Monday thru Saturday noon.
5. The training day consists of 8 hours, starting at 0800 and ending at 1700, with one hour set aside for lunch.
6. Saturday morning, between 0800 and 1200, is set aside for remedial training or organized athletics.
7. Movement to and from training areas will take place before and after the hours specified in #5.

Training Requirements

Subject	Hours Needed	Performance Test Code*
First Aid (FA)	4	2,3,4
Mines and Booby Traps (MBT)	4	6,7
Camouflage, Cover and Concealment (CCC)	4	1,2,3
Fire and Movement (FM)	4	3,4,6
Map Reading (MR)	4	1,2,3
Land Navigation/Orienteering (LNO)	8	1,2,3,4
Passing Through Obstacles (PTO)	4	1,2,4
Reconnaissance Patrol (RP)	4	1
Combat Patrol (CP)	4	1

*Code = the particular performance test which will guide the training

Training Areas

Subject	Location Code
First Aid	A
Mines and Booby Traps	B
Camouflage, Cover, and Concealment	C
Fire and Movement	D
Map Reading	E
Land Navigation/Orienteering	F
Passing Through Obstacles	C
Reconnaissance Patrol	G
Combat Patrol	H

Principal Instructors

Name	Subject Specialty	Instructor Code
Baker, Ralph	First Aid Map Reading	1
Crandall, Dale	Mines & Booby Traps	2
Franklin, Homer	Camouflage, Cover, Concealment	3
Loomis, Billy	Reconnaissance Patrol	4
Morgan, Sam	Land Navigation/Orienteering	5
Pollack, Oscar	Fire and Movement Passing Through Obstacles	6
Rogers, Harvey	Combat Patrol	7

Student Uniform

Uniform	Uniform Code
Fatigues	1
Fatigues w/field equipment and weapon	2

Book Solution: Lesson 11

TRAINING SCHEDULE

Unit _____ Starting Date _____

	Subject	Principal Instructor	Location	Student Uniform	Perf. Test References
Monday					
0800-1200	FA	1	A	1	2,3,5
1300-1700	MBT	2	B	2	6,7
Tuesday					
0800-1200	CCC	3	C	2	1,2,3
1300-1700	MR	2	E	1	1,2,3
Wednesday					
0800-1200	LNO	5	F	2	1,2,3,4
1300-1700	LNO	5	F	2	1,2,3,4
Thursday					
0800-1200	FM	6	D	2	3,4,6
1300-1700	PTO	6	C	2	1,2,4
Friday					
0800-1200	RP	4	G	2	1
1300-1700	CP	7	H	2	1
Saturday					
0800-1200	Remd/Trng	As required	As required	As required	As required

Remd/Trng = Remedial Training

12. Evaluating Training Program Effectiveness and Taking Corrective Action

Terminal Objective: The student will be able to determine how training deficiencies can affect test results, how to detect which deficiencies are present, and how to take corrective action.

Enabling Objectives:

1. Describe factors that may produce a high GO rate, a low GO rate, or a waste of resources.

Ref: FM 21-6, pages 93-97

Activities: The instructor will:

1. Give each student a blank copy of Possible Deficiencies in a Performance-Oriented Training Program.*
2. Explain the meaning of the listed deficiencies and the three possible outcomes.*
3. Direct the students to indicate which deficiencies may account for one of the three possible outcomes.
4. Critique the student's performance.*
5. Discuss how the manager can determine which deficiencies may be responsible for the outcome....firsthand observation of training or testing is the best approach.
6. Discuss what actions the manager can take to correct each deficiency.

The student will:

1. Indicate with one or more Xs which deficiencies may account for one of three possible outcomes.
2. Participate in the discussion as to how the manager can determine what deficiency was responsible for the outcome.
3. Participate in the discussion as to the actions the manager can take to correct the deficiencies.

*See supporting materials on next pages.

Some Information:

The final part of the job of a training manager is to evaluate the effectiveness of his training program and to take whatever actions are necessary to correct deficiencies.

How do you, the training manager, evaluate your program's effectiveness? It is essential that you get out of your office and observe training. Observe classes being conducted and tests being administered. Compare what you see with the points on the Checklists used in Lesson #6. If you note deficiencies, take action to correct them.

In addition, examine detailed performance test results. These results should be given to you by the instructors who administer the tests. Detailed results will tell you not only how many men passed or failed a test, but also which men need what kind of training, and the specific actions that the men were not able to perform properly.

For example, test results could tell you that 40 men failed to apply a sterile dressing to a leg wound properly, the names of the men who failed, and the fact that the most common reason for failure was the fact that they tied their knots directly over the wound. This detailed information allows you to focus your corrective action on the men and the actions that need it.

While detailed performance test results can be of great help to you in evaluating training, summary performance test results which only indicate the percent GO and NO GO, must be used with caution. They also require intensive follow-up.

If you have a high NO GO rate, that is, most men fail the test, you know that something is wrong. How do you find out the reason for the high NO GO rate? Go out and observe.

If you have a high GO rate, that is most men pass the test, you may feel that training is going well. But is this true? Not necessarily. A high GO rate may be false...an illusion. How do you find out if a high GO rate is true or false, and if false, the reason for the illusion of success? Go out and observe.

While the main goal of any training program is a true, high, GO rate, another goal is that the training be efficient, that is not use more resources than are actually needed. A training program that uses more resources than are needed is wasteful. How do you decide if a program is efficient? Again, go out and observe classes being conducted and tests being administered.

Possible deficiencies in a performance oriented training program	Possible Outcome: High No Go Rate	False High Co Rate	Waste
1. Men are given training on skills they already have.			
2. Less equipment and instructors are used than are needed . .			
3. More equipment and instructors are used than are needed . .			
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .			
5. Inadequate records are kept of student progress			
6. Instructors don't know the skill or are poor teachers . . .			
7. Testers don't know the skill or are poor testers.			
8. The explanation/demonstration/talk-through phase is omitted or is too short			
9. The explanation/demonstration/talk-through phase is poorly conducted.			
10. The explanation/demonstration/talk-through phase is too long			
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase			
12. Students cannot hear the explanation or see the demonstration.			
13. The independent practice phase is omitted or is too short .			
14. The independent practice phase is poorly supervised			
15. The independent practice phase is too long.			
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice			
17. Students waiting to be tested can see and hear students who are being tested.			
18. The tester gives students extra help when testing them. . .			

Possible deficiencies in a performance oriented training program. (SOLUTION)	Possible Outcome: High No Go Rate	False High Go Rate	Waste
1. Men are given training on skills they already have.		x	x
2. Less equipment and instructors are used than are needed . .	x		
3. More equipment and instructors are used than are needed . .			x
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .	x		
5. Inadequate records are kept of student progress			x
6. Instructors don't know the skill or are poor teachers . . .	x		x
7. Testers don't know the skill or are poor testers.	x	x	x
8. The explanation/demonstration/talk-through phase is omitted or is too short	x		x
9. The explanation/demonstration/talk-through phase is poorly conducted.	x		x
10. The explanation/demonstration/talk-through phase is too long.			x
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase			x
12. Students cannot hear the explanation or see the demonstration.	x		
13. The independent practice phase is omitted or is too short .	x		
14. The independent practice phase is poorly supervised	x		
15. The independent practice phase is too long.			x
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice	x		
17. Students waiting to be tested can see and hear students who are being tested		x	
18. The tester gives students extra help when testing them. . .		x	